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CONTINUATION SCHOOLS
ORGANIZATION AND ADMINISTRATION



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FORWORD

One of the important problems that a democratic program of public education must deal with is that of helping to bridge the gap between school life and the highly specialized and complex industrial life upon which young wage earners enter. All too frequently boys and girls leave school without adequate preparation for the active and exacting life of the work-a-day world.

This bulletin has been prepared under the direction of Deputy Superintendent L. H. Dennis, by Mr. Owen D. Evans, for some years Assistant Director of Vocational Education, State Department of Public Instruction, and now Head of the Technical Department of Girard College, Philadelphia, Pennsylvania.

The author has brought to this bulletin an almost unique experience in the field of public continuation education. He has had broad first-hand experience in dealing with the educational problems of employed boys and girls.

This bulletin deals with the organization and administration of continuation schools in Pennsylvania, all matters pertaining to details in the enforcement of attendance in continuation schools, to the issue of employment certificates or permits for farm or domestic service or to the enforcement of provisions of the Child Labor Law are covered in a special bulletin issued by the Attendance Bureau.

The State Department of Public Instruction makes this bulletin available to members of the boards of school directors, to superintendents, and to teachers, and to others who have responsibility for establishing, maintaining, and conducting continuation schools.

Francis B. Haas
Superintendent of Public Instruction.

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CONTINUATION SCHOOLS ORGANIZATION AND ADMINISTRATION

PART I. THE GENERAL PLAN

HISTORICAL STATEMENT

The Pennsylvania Child Labor Act (Act No. 177, Session of 1915) became operative the first day of January, 1916. Among other requirements it provides that children fourteen to sixteen years of age who leave school to go to work under authority of general employment certificates must attend a special school or class for at least eight hours each week.

At the time the law became operative only one other state had a compulsory state-wide continuation school law, so that Pennsylvania was truly a pioneer state in this field. Much experience has been acquired since that day. From small and uncertain beginnings the continuation school and the continuation school idea has grown until at least twenty-five states have passed similar laws, and the belief has become nation-wide among educators that the continuation school has great possibilities, and is to be reckoned as a permanent addition to our educational system.

When the Pennsylvania Child Labor Act was passed on May 13, 1915, there were probably in the State at least fifty thousand children between the ages of fourteen and sixteen who had left school to go to work. One of the immediate results of the establishing of continuation schools was to reveal the fact that thousands of these children were not working regularly but were spending a large part of their time in idleness, with the inevitable deterioration which idleness breeds. This situation was rapidly cleared up. Children were permitted to leave the day schools only to accept bona fide employment, and the practice was instituted of returning to regular attendance at day schools those who were temporarily out of work. This result alone has justified the existence of continuation schools, even if they had not accomplished other results.

The demand for juvenile employment during and after the period of the World War required the continuation schools to handle each year a total enrollment of almost 40,000 children, and an actual membership at any time of approximately 21,000 children. During the year 1920-21 prolonged industrial depression lessened the demand for juvenile employment, with the result that more children remained to pursue their general education in the day school, and the number in actual membership in continuation schools dropped

to about 18,000, with proportionate reduction in the total enrollment. The revival of business activity since then has again increased the numbers.

It has not been deemed advisable to require the establishment of continuation schools in districts in which there are employed less than twenty minors eligible to attend these schools. Under this ruling the number of school districts maintaining continuation schools each year has varied from eighty to more than a hundred.

Many of the problems of the continuation school have not yet been solved, but the experiences since 1915 make it possible to state some of the aims and purposes of continuation school instruction and to indicate the standards necessary for the fulfillment of those purposes.

THE GROUP TO BE SERVED

Many children when asked why they leave school to go to work give economic necessity as the reason. Careful and conclusive investigation shows that relatively few children leave school to go to work because of financial necessity. Thirty-five percent of the children when first asked give economic necessity as a reason but the invariable result of investigation is to reduce this number to between ten and fifteen percent. In the majority of cases further questioning brings out the statement that the desire to leave school is the result of lack of interest, the failure to make the next grade, dislike of a teacher, distaste for one or another of the prescribed studies, the desire for clothes, or spending money, or a craving to try something different. All these reasons have weight, but taken together they merely sum up the spirit of adolescent youth. These children leave school because they are of the type which at that age does not respond to academic instruction and because they are at the age when leaving school to go to work is the natural thing to do.

Because the majority of minors who attend the continuation school do not have a sufficient interest in or a liking for the methods and course of study of the grade school, special methods, instructional content and organization must be provided. Their contact with industry, causes them to pass quickly out of the early adolescent stage and consequently strange combinations of maturity and childhood are to be found among these juvenile workers.

A study of the pupils reveals the needed functions and organization of the school. The pupils forget rapidly what they have already learned and neglect to pursue their studies further. They deteriorate rapidly when permanently deprived of the influence of school. So the first functions of the continuation school are to conserve the education already imparted and to add to it, by insisting on con-

taet with school each week up to the required age limit in order to maintain the pupil in the habit and environment of study and of increasing knowledge.

These children must learn how to adjust themselves to the task of earning a living, must realize that for practically all of them promotion will be slow and must be earned, that shifting from job to job is a wasteful practice, that they must learn to be responsible, punctual, industrious, willing to render cheerful service, if they are to succeed.

Industry grants them little opportunity for instruction on the present job, the line of promotion, or the next job. Especially does industry fail to give them outlook and opportunity toward the permanent job which in a few years will replace the present and temporary job.

Therefore the continuation school must provide opportunity in fundamental subjects for review and drill on what is already known, for advance work on what is yet unknown; and for applying what is studied in school to the experiences of everyday. The school must help the child to analyze the present job and the job to come, give vocational counsel and vocational guidance, provide opportunity for prevocational shop experience which eventually will become vocational experience. While making the child more efficient on the present temporary job the school must begin to prepare the child along lines which lead toward the probable permanent life job.

Because many of these pupils are irresponsible at fifteen years of age and may be more so at nineteen years, there must be training in the things that make for decent, restrained, respectable citizenship and community relations. And because all, both boys and girls, will soon be voters, there must be training in civics, in knowledge of the structure and functions of democratic government.

Lest the pupils become careless in personal habits and in regard to the safety of themselves and others there must be training in personal hygiene, community hygiene, and safety first principles.

Because the gang spirit is strong and is the inevitable characteristic of adolescent youth, it must be made a force of right-doing through the influence of assembly gatherings and the development of school spirit. Because normal youth must have recreation and leisure, the school must train and guide in the profitable use of recreation and leisure.

THE SCHOOL WHICH SERVES

Accordingly a school which meets the needs of these pupils must be not only an educational institution, but also a social and economic institution. As an educational institution its function is to

save the education already acquired by the child and to add to it. Especially must it train the child to apply to concrete experiences the instruction given in the school.

As a social or sociological institution its function is to conserve, increase, and apply fundamental training in habit and character formation, and in the relations of community and industrial citizenship.

As an economic institution its function is to begin to train for eventual vocation, to adjust the pupil to his proper place in industrial or commercial life, to know the real and frequently changing needs of industry, to gain and use the co-operation of the employer to the advantage of the employer, the community, and the child.

But in the actual administration of a continuation school these points do not stand out as segregated activities. They are all blended. They permeate every phase of the school work, they overlap and interlock. All of them are to be stressed at all times, and the broad line of activity of the school is a resultant of all the forces at work.

This same blending of factors will be found in any phase of continuation school work just as inevitably as it is found in the lives of the children themselves.

This does not imply confusion of aims or of instructional material. The subject for instruction is at every moment a definite and concrete thing whether it be arithmetic, English, sheet metal practice, or vocational guidance. But the continuation school teacher must not only know his subject or subjects, he must also know his pupil as regards his former schooling, his present job, his personality and capacity, and his probable vocational ambition or aptitude. The teacher's aim is to take that pupil as he is; to measure his progress against himself, not against some other pupil; and to do a sane conservative piece of work towards preparing that pupil to attain his maximum possible growth as a worker and as a citizen.

To provide these things we need teachers specially trained in the psychology of adolescence and in the right methods of instruction; believing in and practicing the method of instruction by unit lessons; able to make a job analysis and extract its instructional content for class use; imbued with sympathy, alertness and initiative; of physique strong enough to stand the fatigue of this work.

To attract such teachers to this work and to retain them after they have entered upon it, we must pay them enough salary to be an inducement.

THE SCHOOL AND THE GROUP

The continuation school is a special school or class conducted by specially trained teachers, for the fourteen to sixteen year old children who leave school to go to work under authority of general employment certificates. The functions of a continuation school are to give to young workers instruction and environment of such a type that:—(a) the large investment already made in the education of these children may be conserved; (b) the civic and industrial intelligence of the children may be promoted and extended; (c) vocational guidance and the opportunity for prevocational or vocational work may make the young workers more efficient on the present job, may help them to discover vocational aptitudes; and may begin to prepare them for the future jobs; (d) the difficulties of transition from school to employment may be lessened by sympathetic and understanding counsel; (e) the profitable use of leisure and of recreation may be developed; (f) habits of health, thrift, industry and a proper care for the safety and rights of others may be inculcated.

To perform these functions the continuation school must be organized and conducted with due regard to the characteristics and capacity of the group of young people whom it serves. In general this is the group of children which did not react favorably to the curriculum of the elementary or high school. The majority of them when tested to determine their response to academic instruction prescribed for pupils of their age will make a low score. Yet they are not lacking in intelligence or in the capacity for thought and study. They will apply themselves diligently to studies and activities which appeal to them as being of practical value. Accordingly any attempt to restrict the work of the continuation school to conventional grade school and textbook methods of instruction in academic subjects is doomed to failure. The problem is essentially one in prevocational and vocational education. These pupils need to be taught how to apply what they know or will soon learn of the fundamentals of English, geography, hygiene, civics, arithmetic, drawing and elementary science, to the experiences they are already meeting or soon will meet in employment, in the home, and in community relations. The instructional content of these experiences must be extracted and classified by the teacher and presented to the pupils in such a way that the pupils see the value of that instruction and apply it in their daily life. Since these pupils are in general of the type that learns by doing rather than by studying books, the school work must be motivated by means of shop work in the schools and by reference to the activities of the pupils in employment, at home and in the use of leisure and recreation. The larger the extent to which the skill of the teacher and the resources

of the community have permitted the continuation school work to be of this type, the more successful and satisfactory has the school been.

TYPE OF CLASSES IN CONTINUATION SCHOOLS

Every continuation school should meet the needs of the pupils and perform the functions heretofore described. The small school differs from the larger school very little as regards the kinds of functions it performs; the difference lies in the extent to which the larger school is able to provide special teachers and special equipment for performing these functions.

Continuation classes may be divided into three types: *A. General Continuation Classes*; *B. Prevocational Continuation Classes*; *C. Vocational Continuation Classes*.

A. General Continuation Classes. The purpose of the general continuation class is to extend the pupil's general education and through vocational counseling and constant reference to his practical experiences in employment and at home to instruct him in applying school work to practical affairs, and to test his aptitudes and interests and aid him in making a choice of a vocation. Essentially all of the pupil's time is devoted to instruction in general school subjects. Industrial arts work such as can be presented by an academic teacher who has had some training but is not a specialist, should be given. Courses for such industrial arts work are available. Such a class does not give prevocational or vocational instruction. Its organization is discussed later as Form D (page 19). This type of class should be regarded as temporary, pending the time when the community will install prevocational and vocational equipment.

B. Prevocational Continuation Classes. A prevocational continuation class is designed to extend the pupil's general education and to give him opportunity by tryouts in a variety of practical shop projects under trained instructors to discover his own industrial or commercial aptitudes. The object of such work is not trade training but self-discovery. Such a school is provided with shops and work rooms in which basic commercial, industrial and household arts activities are represented. It may vary in size from the large school with a dozen or more separate shop activities down to the small school with a single composite or general shop. The pupil devotes approximately one-half of his time to shop work or commercial activities and the related technical subjects, and the remaining time to general subjects. He may be given an opportunity during the period covered by his enrollment to try himself out in each of several different departments until he finds a line of work in which he is interested and to which he appears to be adapted. The prevocational continuation class lays the foundation for vocational instruction. Inasmuch as continuation instruction for the fourteen to six-

teen year old boy and girl is largely a prevocational problem, this type of school or class is the one best adapted to the needs of the majority of these young people. Whether the shops and workrooms are located in a central continuation school, or are part of the equipment of a junior or senior high school, every effort should be made to provide for continuation pupils as wide a variety as possible of such shop experience. This type of school may be organized under Forms A, B or C (pages 13, 17, 18).

C. Vocational Continuation Classes. The aim of the vocational continuation class is to give specialized instruction for a given occupation. This occupation may be the one in which he is already employed or it may be another to which he desires to gain entrance. The instruction may be given in a school shop under specially trained school instructors or it may be given in the place of employment under specially trained and approved shop instructors. The instruction covers trade or commercial practice and related technical subjects. Owing to the limited time the pupil can devote to the work of the continuation school relatively few pupils will be found in the fourteen to sixteen year age group who should be assigned to the vocational type of class. This type of class is called a *trade preparatory* class if the pupil has not yet obtained employment in that special field or *trade extension* class if such employment has been obtained.

LIST OF STUDIES

Less than twenty per cent of the fourteen to sixteen year old continuation school pupils entered high school, less than five per cent completed the first year of high school. In spite of the fact that all of them, under requirement of law, completed the sixth grade before obtaining employment certificates, many of them are very weak in spelling, reading, writing, in the application of simple oral and written English and of arithmetic. The studies which they should pursue naturally group themselves as follows:

1. Studies which add to the pupil's power in fundamental reading, writing, and arithmetic.
2. Studies which make the pupil derive information, think and plan definitely with regard to the present employment and the future employment.
3. Studies which have an obviously close relation to the practical projects in which the class engages.
4. Studies which direct attention to the social relations and interdependence of all persons in the relations of production and government.

5. Studies which provide as definitely as possible for vocational tryout experience.

Herewith is given a list of such studies and an approximate allotment of time for them.

A. General Classes

English, Vocational Guidance and Occupational Analysis, Current Events: 2 hours.

Industrial Geography, Citizenship, Hygiene, Music and Recreation: 2 hours.

Arithmetic, Drawing: 2 hours.

General Science or

Industrial Arts and Home Projects: 1½ hours.

Reading for Appreciation: ½ hour.

B. Prevocational Classes

English, Vocational Guidance, and Occupational Analysis, Current Events: 2 hours.

Industrial Geography, Citizenship (Social Science), Hygiene, Music and Recreation: 2 hours.

Related Arithmetic and Drawing: 2 hours.

Commercial, Home Economics or Industrial Prevocational Work: 2 hours.

C. Vocational Classes

English, Social Science, Industrial Geography: 2 hours.

Related Arithmetic, Drawing, Hygiene: 2 hours.

Commercial, Home Economics or Industrial Vocational Work: 4 hours.

LOCATION OF SCHOOL

The continuation school may be housed in a separate building, in a public school building (preferably a junior or senior high school building) or in an establishment in which minors are employed. Such building may be located either in the district in which the minors are employed or in a joint school as authorized under Section 1801 of the School Code. No tuition can be exacted from a district in which a minor lives for his attendance at a continuation school in the district where he is employed. In all instances the schools must be within reasonable access to the place of employment. When these schools are established they become a part of the public school system of the school district in which they are located and must be under the supervision of the local school authorities and the State Superintendent of Public Instruction.

All rooms, whether in a local public school, joint school, rented rooms, or an employer's establishment, must be adapted to school

work and must meet the requirements for school buildings as set forth in Article VI of the School Code.

If an employer provides a room for a continuation school which has been approved by the State Superintendent of Public Instruction, all minor employees fourteen to sixteen years of age in the district may attend this school.

In districts where the industries are varied, the continuation school should be located in a school building or other suitable building, apart from the industry. If a sufficient number of minors are employed in any one industry and the employer cooperates with the local school district by providing a suitable room, the continuation classes may be operated in the plant under the supervision of the local school authorities. This plan is being successfully carried out in a number of stores and factories in Pennsylvania, for it frequently happens that the industry is equipped to do welfare work, promote club work, and give recreational facilities for which no opportunity exists in many of the school buildings. Usually it is not advisable to maintain such a store or factory class unless at least fifty minors are employed in the establishment.

Before choosing a location for any continuation school a careful survey of the type of industries, possible housing conditions and sources of supply of labor in industries should be made so that the school can best serve the needs of the community.

STATE AND FEDERAL AID

When a school district has complied with the regulations of the State Superintendent of Public Instruction and its continuation school is approved as to the course of study, length of term, equipment, size of classes, location of school and qualifications of teachers, that district shall receive from the Commonwealth, through the State Department of Public Instruction, reimbursement from available State and Federal funds.

No State or Federal Aid will be granted for any continuation school which is not under the control and direction of the local public school authorities.

Legislation enacted in 1925 provides that districts will be reimbursed from the regular Edmonds funds for all continuation school teachers employed full time. "In addition—"The Commonwealth in order to aid in the maintenance of approved local or joint compulsory general continuation schools for minors, fourteen to sixteen years of age, shall pay as provided in this Act annually from the treasury to school districts and unions of school districts maintaining such schools twenty per centum (20%) of the sum expended for salaries

during the previous school year by the district or unions of school districts for approved instruction required by law. Provided further, That the Commonwealth shall reimburse districts or unions of districts to the extent of forty per centum (40%) of the sum expended during the previous school year for salaries paid teachers of General Continuation Schools, who were employed on a part time basis.”

--Vocational Education Act of 1925.

SALARIES OF CONTINUATION SCHOOL TEACHERS UNDER THE EDMONDS LAW.

Under the Edmonds Law the salary of continuation school teachers is to be determined by the local board of education. The first reference applies only to districts of the first class, as follows:—

Section 1210, paragraph 2—In districts of the first class:—“Continuation school—teachers if classified in the elementary schools shall be entitled to the salary and increments prescribed in the schedule for elementary teachers, or if classified in junior high schools they shall be entitled to the salary and increments prescribed in the schedule for junior high school teachers.”

Section 1210, Paragraph 7—“In districts of the fourth class:—Elementary teachers, minimum monthly salary, one hundred dollars, (\$100.00); high school teachers, minimum salary, one hundred thirty dollars (\$130.00).”

It becomes necessary for the State to decide whether local fourth class districts will be reimbursed on the basis of elementary or high school teachers. The State will reimburse fourth class districts on the salaries of their continuation school teachers from general Edmonds funds on the basis of high school teachers providing the local district so classifies the continuation teacher and pays the minimum salary specified in the Code.

In second, third and fourth class districts, continuation school teachers are generally classified as high school teachers.

Another reference applies to all districts as follows:—Section 1210, Paragraph 11—“Teachers who are required, because of additional work, to devote more than the usual number of periods per day to their duties, shall be entitled to a fair increase in compensation to be determined by the board of public education or the board of school directors.”

FORMS OF ORGANIZATION

To meet the needs of the pupils, and at the same time to recognize the extent to which a community can go in providing facilities, the following forms of organization are recommended.

Form A—For schools having 1000 pupils or more.

Form B—For schools having 100 to 1000 pupils.

Form C—For schools having less than 100 pupils in communities having junior or senior high school vocational equipment and vocational instructors.

Form D—For schools having less than 100 pupils in communities having no vocational equipment.

These forms are suggestive rather than prescribed. Local conditions sometimes make it advisable to use parts of the organization suggested under two or more forms.

Sixty-seven percent of the continuation school districts in Pennsylvania have an enrollment of less than 100 pupils, fourteen percent have an enrollment of from 100 to 200 pupils, nine per cent have from 200 to 500 pupils, and nine per cent have an enrollment of more than 500.

There is no necessary relation between the total population of the town and the number of continuation school pupils. A large city, because it has few factories employing juvenile labor or because its population is the type that tends to send its children to high school, may have less than fifty continuation school pupils. A much smaller place, because of employment conditions or the habits of its citizens, may have several hundred children at work.

The extent to which vocational guidance and vocational education have been introduced throughout the public school system shows similar wide variations.

These two factors—the size of the continuation school group and the extent to which equipment and teachers for vocational work are available, are very important in determining what form of organization and what type of continuation school instruction can be introduced. A third important factor is the extent to which employers, either because of the nature of their work or because of their interest and resulting cooperation, may supplement the classroom instruction of the school.

No matter what form of organization of continuation school is installed, its administration is a special piece of work and should be definitely assigned to one person, whether that person be the director of a large city continuation school or the single instructor in a one-teacher school.

Wherever numbers of pupils warrant such action the continuation school should be centrally housed and administered. But a sane use of existing housing and shop equipment in prevocational schools, or in junior or senior high schools, is justifiable and often necessary. In such case, however, specially trained teachers should be used, and while full advantage is taken of the assembly, gymnasium, and school spirit activities of the regular day school the continuation group must be administered as a separate and distinct problem.

Form A—For Schools Having 1000 Pupils or More

1. *Housing.* A separate building or buildings, equipped with assembly room, classrooms, shops, library, and offices, with adequate furniture, equipment, and supplies, and provision for recreation and physical training.

2. *Vocational Equipment.* Determined only after a careful survey of local industrial opportunities, but in general providing at least three varieties of work for boys and three for girls in the fields of trade and industrial, commercial, or home economics work. Equipment should be of standard commercial or factory design, capable of turning out products of marketable standard. Experience has shown that very satisfactory results are obtained from equipment providing opportunity for the following kinds of work:

Trade and Industrial

Automobile Ignition and Repairs

Sheet Metal Work

Machine Shop Work

Woodwork

Printing and Book Binding

Electricity

Elementary Drafting

Power Machine Operation

Commercial

Bookkeeping

Typewriting

Office Practice

Elementary Business Practice

Retail Store Practice

Home Economics

Clothing, including Millinery

Foods and Cooking

Care and Management of Home and Family

3. *Administration.* A director or principal devoting full time to administration and either controlling or in close and cooperative contact with the issue of employment certificates, vocational guidance, junior employment, and other related activities. Adequate assistants to the end that supervision of instruction and the maintenance of helpful relations to both boys and girls be assured. Generous assignment of clerical assistants, as clerical work is especially heavy in a continuation school.

4. *Instruction.* Teachers specially trained both for continuation school work and for their respective subjects, whether academic, trade and industrial, commercial, or household arts. So far as possible men teachers for boys' classes and women teachers for girls' classes.

5. *Teachers' Program.* Not more than six hours of instruction in one day nor more than twenty-six hours in one week, with four to six hours additional, preferably on two half days, devoted to co-ordinating and follow-up work at the pupil's place of employment or home.

6. *Classification of pupils.* Provision through an adequate preliminary interview or by assignment to an entry or reservoir class whereby a pupil may be assigned to that class which most nearly meets his present needs and probable vocational preference. Subsequent transfer freely permitted to another class for sufficient reasons.

Boys and girls should be in segregated classes, with possible exceptions in commercial classes. The capacity of the pupil as indicated by the grade completed or standard tests, the vocational preference of the pupil, and the convenience of the employer must all be considered in making class assignments. Under this arrangement pupils are classified absolutely by sex and very closely by vocational interest and by school ability.

7. *Allotment of Pupils.* Instruction to be successful must be largely individual. Therefore not more than twenty pupils can be handled in one class. With the teachers' program (as indicated in 5) one teacher is needed for each sixty-five pupils enrolled.

8. *Schedule of Subjects.* An approximate assignment of time for each subject, with provision for departmental instruction, is indicated in this schedule for one class or one pupil.

Teacher	Hours		
Miss A	8-10 A. M.	English	40 minutes
		Vocational Guidance and Occupational Analysis	40 minutes
		Current Events	40 minutes
Miss B	10-12 A. M.	Industrial Geography	40 minutes
		Hygiene and Recreation	40 minutes
		Civics and Music	40 minutes
Mr. X	1-3 P. M.	Arithmetic	60 minutes
		Drawing	60 minutes
Mr. Y	3-5 P. M.	Prevocational or Vocational Work	120 minutes

Suggestive courses of study for the subjects listed are issued by the State Department of Public Instruction and can be obtained on application.

It should not be inferred from the above schedule that the pupil should necessarily attend the required eight hours on one day. In some communities all pupils, and in every community a few pupils,

have employment conditions of such a kind that it is necessary to attend the eight hours on one day; but in most communities it is possible to arrange for four-hour shifts on two different days. This has two advantages in that it reduces the fatigue element for the pupils and brings each pupil into school atmosphere twice a week. The State Department of Public Instruction will withhold approval on assignment of pupils to eight hours of instruction in one day unless it can be shown that such assignment will entail undue inconvenience to pupils or employers or both. Experience has shown that, in general, employers very quickly adjust themselves to this arrangement.

9. *Organization for Instruction.* A rigid prescription for organization defeats the very aim of the continuation school, which is to meet adequately the needs of the individual pupil. Accordingly courses of study, assignments of time, and classification of pupils should be considered as tentative and suggestive rather than rigid. Four plans of organization for instruction should be considered. Each plan has its advantages and disadvantages.

a. The pupils are grouped according to the grades at which they left school to go to work. Except for their shop work, they receive all their instruction from one teacher. This plan gives a group coherence as regards academic ability and limits the number of different pupils which a single teacher must know. Its disadvantage is that, since the tendency is to lay stress on academic work of that grade, the pupils become fatigued and lose interest, and it is difficult to motivate the work.

b. Under the second plan the pupils are classified by school grade and meet in a home room, but pass to different teachers who specialize in arithmetic, English, hygiene, etc. That is, the work is departmental by subjects. There is a tendency under this plan to overcrowd classes and to teach the subject rather than the child. The teacher handles so many different pupils in the course of a week that the individual pupil's identity is lost, and the motivation of work tends to be small.

c. The third plan groups the pupils according to their vocational interest in employment or in the school vocational class. Under this plan it is very difficult to grade them according to previous schooling, so that varying degrees of ability are found among the pupils. On the other hand, the motivation of the work is very successful.

d. The fourth plan groups the pupils according to vocational interest for four hours of instruction in vocational work and related mathematics, drawing, and perhaps science and hygiene. This instruction is given by shop teachers and related subjects teachers,

and the work is motivated by the individual interests of the pupils. During the other four hours the pupils are grouped as closely as possible according to school grade completed, and they pass to different teachers who specialize in the general or cultural studies such as English, civics, industrial geography and history, general science, social science, free-hand drawing. These subjects are motivated by the general or group interests of the pupils.

Experience has shown that the capacity of these pupils to perform either vocational work or academic work of a given degree of difficulty depends upon age, size, environment, and interest, quite as much as upon the day-school grade completed. Accordingly, in organizing classes for instruction, the grade previously attended should not be assigned undue importance. Wherever possible standard intelligence tests should be used, but always with discretion.

10. Guidance and Placement. This work should be in charge of a person thoroughly trained for placement work, for coöordinating work, for vocational guidance tests and measurements, and for the analysis of occupations to determine their instructional content and local importance. Such a person should direct and coördinate the follow-up work of the individual teachers and the class instruction in vocational guidance and occupational analysis. In order that the coördinator may be in touch with the actual classroom conditions, it is advisable to have the coördinator do some teaching.

Guidance in health, thrift, and the profitable use of leisure and recreation is essential. Coöperation with local agencies which can be helpful in this connection, as well as activities by individual teachers both in and out of school, are of value.

Form B—For Schools Having 100 to 1000 Pupils

All points detailed for Form A apply except as specific exceptions are noted hereafter.

1. Housing. The classrooms are located in a near-by building or in a wing of the junior or senior high school. The shops are those of the junior or senior high school. Since both continuation and day school pupils use this shop equipment, it is possible to provide a wider variety of opportunity than could be justified for either group alone.

2. Vocational Equipment. See Form A. Under Forms B and C, where a school district provides home economics work for girls or shop work for boys in day schools, this equipment or equivalent should be made available for the use of continuation school pupils. Otherwise approval by the State Department of Public Instruction may be withheld.

3. Administration. As in Form A, except that in the smaller schools the principal of the continuation school should devote some

time to teaching. Frequently the director of vocational education should be in charge of the continuation school. The fact that the continuation school may be housed under the same roof as the junior or senior high school does not lessen the importance of keeping the organization of the continuation school distinct and separate. All detail connected with it should centralize in one person—the principal or director of the continuation school. Whether this principal is in turn responsible to the director of vocational education, to the principal of the junior or senior high school, or to the superintendent of schools, is a matter for local decision.

4. *Instruction.* Specially trained continuation school teachers are used for class work. The junior or senior high school teachers of the shops which are used (this includes commercial work) give the shop instruction and perhaps the related work. Adequate special training for continuation school work is essential for all these teachers. The extent to which the instruction is specialized by subjects will vary according to the number of pupils. In the larger schools, detail will be handled almost entirely as indicated in Form A, and in the smaller schools the detail closely approximates that indicated for Form C. An approximate amount of teaching which can reasonably be required of the principal is as follows:

<i>Pupils per week in school</i>	<i>Principal or Director teaches</i>
300	18 hours per week
520	12 hours per week
750	6 hours per week
More than 750	0 hours per week

5. *Teachers' Program.* As in Form A.

6. *Other Points.* None of the other points listed in Form A should be omitted, but as the school becomes smaller the functions indicated are consolidated and divided among a smaller group of teachers.

Form C—For Schools Having Less Than 100 Pupils in Communities Having Junior or Senior High School Vocational Equipment and Vocational Instruction

1. *Housing.* A single room with one teacher houses all the academic instruction. This should be a standard schoolroom, preferably in a junior or senior high school.

2. *Vocational Equipment.* This probably consists of some commercial opportunity, home economics equipment for girls and a single shop for boys, used for two hours each day for the continuation school group. Instruction is given by the special teachers in those branches. If more than one type of vocational opportunity is available, the pupils should be assigned to certain days and classes according to their vocational preference.

3. *Administration.* The continuation school teacher looks after detail, either issues employment certificates or is in close touch with the issuing officer, and reports directly to the superintendent or supervising principal.

4. *Instruction.* With the exception of instruction in the vocational subjects, all instruction is given by the continuation school teacher. It is obvious that a very competent and well-trained teacher is needed for this work.

5. *Teachers' Program.* Not more than six hours of instruction in one day should be required, and a definite assignment of hours for follow-up work should be made. The total number of hours of instruction per week may of necessity go as high as thirty hours where it is necessary to handle between eighty and one hundred pupils. At this point the need of providing an assistant teacher becomes imminent. With any smaller number of pupils, the teaching should be consolidated on four days of each week, leaving the fifth day for follow-up work and preparation. Where the total number of pupils can be handled in less than four days, it is possible to share the services of the teacher with a neighboring school district where a similar situation exists. There are, however, obvious disadvantages in sharing the services of a teacher with another school district. It is invariably more satisfactory to hire a teacher for full time and to let that teacher devote any time not required for continuation school service to giving special instruction elsewhere in that school district.

6. *Other Points.* It is necessary for the single teacher to care for all the other points listed under Form A since the problems of the small school differ from those of the large school in degree rather than in kind. The difficulty arising from making one teacher responsible for so many different matters is offset by the more intimate knowledge of employment and home conditions likely to exist in the small school and in the small town. Some of the best continuation school work in Pennsylvania is being done by the teachers in such schools.

**Form D—For Schools Having Less Than 100 Pupils in
Communities Having No Vocational Equipment**

1. *Housing.* As in Form C.

2. *Vocational Equipment.* No regular shop equipment is available. As a substitute, teachers of general subjects, that is academic teachers, receive in the special training course instruction in methods of using home projects in industrial arts, supplemented by such practical work in home economics for girls and shop work for boys as can be given in the school.

Home and school projects are of these types:

a. *Home Projects*.—(1) Home garden projects; (2) canning projects; (3) home ground improvement projects; (4) Poultry projects.

b. *Home Economics*. The girls bring material from home or the school furnishes material at cost price, and the girls make simple garments. One or more sewing machines are furnished. Sometimes it is possible to install a gas range for simple work in cooking. Through cooperation with the Red Cross, or other local organizations, courses in home nursing are provided.

c. *Home Mechanics*. A few tools are furnished and some supplies. The pupils work out projects in elementary carpentry; in simple bell and house wiring; lock repairing; soldering; easing doors, drawers, etc.

3. *Administration*. As in Form C.

4. *Instruction*. As in Form C except that the academic teacher must give all the instruction.

5. *Teachers' Program*. It is sometimes necessary for the teacher to give eight hours of instruction each day. The cumulative fatigue resulting from such an assignment makes it inadvisable to assign more than four days of teaching each week. The fifth day should be assigned to preparation and follow-up work. When the number of pupils is more than eighty, the employment of an additional teacher should be considered. Where the total number of pupils can be handled in less than four days, it is possible to share the services of the teacher with a neighboring school district where a similar situation exists. A better arrangement, however, is to have the continuation school pupils come only in the mornings or in the afternoons. Thus, if there are forty pupils, one group of twenty girls can come on Monday and Wednesday mornings, and the other group of twenty boys can come on Tuesday and Thursday mornings. The teacher gives four hours each day to instruction in continuation school, and can be used for instruction in some special subject or department in the day school during the other hours of school session. Time for follow-up work and for the inevitable clerical work should also be provided.

6. *Other Points*. As in Form C.

7. *Form D Regarded as Temporary Organization*. The organization under Form D should be regarded as temporary, pending the time when equipment and special teachers for home economics and shop work can be provided and the continuation school can be organized as under Form C.

QUALIFICATIONS, CERTIFICATION AND TRAINING OF TEACHERS

Continuation school teachers should be selected from the best available teachers. They must be of the social-minded type, able to realize the sociological and economic factors of their work as well

as the educational factors. From two to five years previous teaching experience in seventh or eighth grades, in junior high schools or the first two years of senior high schools, or in rural schools, is excellent preparation for this work. The qualities of initiative, adaptability, and sympathetic understanding are essential. These teachers should be young in spirit if not in years. The teacher who has had long experience in grade school work frequently finds it difficult to change and make adjustment to the special methods necessary for continuation school work. Personality, point of view, first-hand knowledge of industrial and commercial conditions, are more important than teaching experience, providing the candidate is one who will also learn to teach. Because of this fact many young people fresh from the normal school or college develop into excellent continuation school teachers.

Teachers of vocational subjects should have the personal qualities just indicated and should have had practical experience in their respective lines of work.

All teachers, both academic and vocational, need a special preliminary training course on continuation school problems and methods. They should follow this by subsequent improvement training courses as their experience in continuation school work increases. Sometimes emergency conditions require the use of a teacher who has not had this special preliminary training. In such cases there is to be an agreement that suitable training courses will be taken at the first opportunity, either in evening or Saturday extension courses or in summer training courses.

All matters pertaining to the qualifications, training and certification of teachers are administered by the Teacher Bureau of the State Department of Public Instruction. For convenience those general regulations which apply to teachers in continuation schools are given here. It will be noted that there are two classes of continuation school certificates.

A. Classes of Certificates.

1. For Teachers of Academic Subjects. There is a special certificate which covers the teaching of the general education subjects in continuation schools.

2. For Teachers of Prevocational or Vocational Subjects. All certificates to teach agriculture, art, commercial education, health education, home economics, industrial education, industrial arts, and music are equally valid for continuation schools.

Temporary Special Continuation School certificates now valid will be renewed and made permanent in accordance with the conditions upon which they were issued.

Permanent Continuation School certificates are completely valid and are not affected by changes in regulations which are now becoming operative.

Under the revised plan of certification, continuation school certificates for teachers of academic subjects may be of the following types: Partial, Standard, Normal, and College.

B. Qualifications of Teachers. Continuation school teachers are required to meet the qualifications set by the State Department of Public Instruction as to education, general professional training, and special training for continuation school work. These requirements are being raised in accordance with the ruling that by the year 1927 all new teachers must have training at least equivalent to a normal school course. The requirements for any given year may be learned by inquiry directed to the Teacher Bureau.

C. Teacher Training Courses. Under the supervision of the Teacher Bureau of the State Department of Public Instruction training courses of three kinds are provided. The times and places at which such courses are conducted during any given year may be learned by inquiry directed to the Teacher Bureau. The types of courses are:

1. Residence instruction at an approved normal school or college.
2. Late afternoon, evening and Saturday extension courses offered during the school year by approved institutions and usually given in the larger cities.
3. Summer courses of six weeks or more of residence instruction given at an approved normal school or college.

The completion of such a course is accepted by the Teacher Bureau for normal school credit, and is accepted for college or normal credit by the institution conducting the course.

D. The Placement Service. In order to assist school districts in finding suitable persons as teachers in their schools, and to provide means by which teachers may find a proper field for the exercise of their training and experience, the Teacher Bureau conducts a Placement Service. Registration cards are provided by which actual and prospective teachers may register. This service is rendered both to school authorities and to teachers *without fee of any kind*. This service is especially helpful for continuation schools in that it gives a complete list of available candidates who have had special training.

E. Teacher Training. Special training will rarely convert an unsatisfactory grade or high school teacher into a good continuation school teacher. Nor is it reasonable to expect that a promising grade or high school teacher can undertake the difficult work of a continuation school and, without any special training for this work, make a success of it. If a specially trained teacher is not available the obvious procedure is for the local superintendent or board of school directors to select a good teacher, preferably one

who knows local conditions, and then to require that teacher to secure proper training. Such a teacher should be selected before the end of June in order to make plans for a summer training course. In this way a teacher is secured who is not only good but permanent.

The experience of continuation schools in Pennsylvania shows conclusively that where such a school has not given satisfaction the reason can be traced directly to the failure to provide proper housing, proper equipment, or a competent teacher. The two essentials for successful continuation school work are adequate equipment and properly trained teachers. Where a continuation school is not successful the result should not be attributed to the idea or ideals of the continuation school, but the blame should be placed squarely where it belongs—on the failure of that community to provide the working conditions and the trained teachers that are essential to success.

PART II. SOME SPECIAL POINTS

In the preceding pages brief mention was made of some items which are presented here in more detail.

WHEN MUST A SCHOOL DISTRICT ESTABLISH A CONTINUATION SCHOOL?

Every three months each school district is required to send to the State Bureau of Attendance a quarterly report which gives the number of fourteen to sixteen year workers employed in that school district under authority of general employment certificates. When the number of such juvenile workers is twenty or more, the school district is required to establish and maintain a continuation school. Experience has shown that one of the essentials for maintaining a satisfactory continuation school is the belief spread throughout the community that the school is permanent. Accordingly, although the State Department of Public Instruction will not require the establishment of a continuation school until the number of juvenile workers is twenty or more, neither will it approve the discontinuing of such school the moment the numbers drop below twenty. When a school is once established it is not to be discontinued without the express approval of the State Department of Public Instruction.

Employment certificates are issued for fourteen to sixteen year old minors only by the authorized school official in the district in which the minor resides. The employment may be either in the district where the minor resides or in another district.

But in determining whether a school district is required to establish and maintain a continuation school, all such minors, regardless of place of residence, who work in that district, are counted; and all such minors regardless of place of residence, must attend continuation school in the district where they are employed.

The following ruling by the Attorney General is clear on this point:—

“The schools required by this Act (referring to Act 177, approved May 13th, 1915) must be located in the district where the minor is employed; section three of the Act plainly imposes the establishment and maintenance of the continuation school upon the district where the minor is employed. The concluding clause of the portion of this section referring to the place where the school shall be conducted refers to a joint school that may be established by districts where minors may be employed and not to the district where the minor resides.”

TEXTBOOKS AND SUPPLIES

Many good textbooks for pupils and reference books for teachers are available. Bibliographies, which are revised at intervals, will be furnished on application to the State Department of Public Instruction. Since the continuation school teacher develops most of the lessons from the actual experience of the pupils and from sources which give recent and accurate information on occupations, it is necessary to supply the teacher's desk with a variety of reference books. The response of boards of school directors to this suggestion has been most generous.

Supplies of stock for shop work and of material for household arts work should be furnished. The usual practice is to let the pupils keep the articles which they make, charging only for the cost of the materials. But always a certain amount of stock and material will be used without such return. The proper point of view here is to remember that all productive work in the schools is done for the purpose of furnishing instruction and training. The equipment should be of standard commercial or industrial type, the article made should be equal to the commercial or marketable standard, but these things are only means towards an end. The real product of the school is boys and girls, well trained because they have been well supplied with books, equipment and supplies, and competent teachers.

COSTS

The cost of providing suitable instruction in continuation schools is relatively high because of the need for specially trained teachers, small classes, adequate shop equipment and supplies. The cost of not providing such instruction is even higher since it results in over-worked teachers, poor work, dissatisfied pupils and complaining parents and employers. If these children stayed in school instead of leaving school to go to work it would cost to provide them schooling in elementary or high schools from three to five times the

the amount now expended on them in continuation schools. They earn and hand over to their parents each year twenty-five times the amount expended on them in continuation schools. The forty thousand young workers who are enrolled in our continuation schools each year are entitled to good housing, good teachers, good equipment, and adequate supplies. Every employer who desires increased production, every person who has property to sell or rent, every merchant who desires customers, every local institution which works for good citizenship, should realize that taxes raised and properly invested in the training of these children now will bring its return ten years hence in the increased producing capacity, purchasing capacity, and civic capacity of this large group.

THE ASSEMBLY

The pupils of the continuation school are at the age when the group or gang spirit is very strong. They like to combine and co-operate. This natural and powerful motive can be used by the skillful teacher to good advantage. In the large schools as many pupils as possible should be gathered at regular intervals in the assembly hall. In the small school of one room outside speakers should be brought in from time to time.

The program should consist of some singing and a short informal talk which drives home a single point. Avoid spoiling the fine edge of the children's anticipation by consuming time in delivering routine school notices or prosy announcements. Use the assembly to develop school spirit and to give the pupils inspiration and worthwhile information. The purpose of the assembly should be guidance directed toward one specific point.

THE RELATION OF THE CONTINUATION SCHOOL TO THE JUNIOR OR SENIOR HIGH SCHOOL

Almost eighty-five per cent of the districts maintaining continuation schools have less than 200 pupils per week, less than 40 pupils per day, attending the continuation school. Many of these districts are establishing junior high schools. Many are making up arrears in building and equipment program caused by the five years of the World War. Obviously the wise procedure is for such districts to include the continuation school in these plans. Under the plans for organization outlined in Form B and Form C the relation of the continuation school to the junior or senior high school has been indicated. In this connection certain points should be emphasized:

1. While the authority and responsibility of the principal of the high school for every activity housed in his building should be recognized, responsibility for details and for initiative in continuation school affairs should not rest with the principal who is likely to be fully burdened with other matters; but such matters should

be entrusted to a competent person specially trained in the organization, administration, methods, and teaching content suited for the continuation school.

2. Unless the continuation school is unusually large, the high school special teachers of home economics, industrial, and commercial subjects must be used to give instruction in those subjects to the pupils of the continuation school. Sometimes a special teacher of general science, social science, or some other subject should be used in the same way. With the installation of junior high schools throughout the state this tendency will increase. Unless these special teachers have had special training in the problems of the continuation school, they are likely to regard such work as a side issue, to fail in the careful planning of lessons, and to present to the continuation school pupils a haphazard dilution of the work presented to the all-day pupils instead of carefully selected material thoughtfully chosen for its value to this special group.

3. The junior high school and the continuation school are dealing with essentially the same group of pupils. In many respects the point of view and the method of the junior high school teacher should be the same as that of the continuation school teacher. Experience in the one school ought to be the best preparation for good teaching in the other. The junior high school should perform its important functions of giving its pupils adequate guidance, pre-vocational experience and motivated work, so well as to lead most of its pupils to realize that it does not pay to leave school to go to work. And the very fact that in spite of their efforts the pupils of the continuation school have left school and have gone to work should be convincing proof of the need of special study of the needs of this group and of close co-operation with the teachers of the continuation school in order to make the most of this last chance to help these pupils. These special teachers should not regard themselves, nor be regarded, as teachers used to supplement the work of the continuation school teacher, but in fact and in thought, in training and in capacity, they should in all their contracts with the continuation school children be "regular" continuation school teachers.

4. The pupils of the continuation school are a special group in so far as they need specially trained teachers, but to the fullest possible extent they should have a share in the assembly, social, athletic, and recreation activities of the other pupils.

THE NEED OF VARIETY OF OPPORTUNITY

As a group the fourteen to sixteen year old pupils of the continuation school lack a plan of life or definite opinion as to what their future vocation is to be. With few exceptions the kinds of

employment which are open to them fail to stimulate ambition, to suggest possibilities of promotion, or to help the child to discover his own aptitudes. Therefore the continuation school must do these things. The method is to provide as great variety of instructive experiences as is possible.

The obvious danger of urging an immature pupil to make a premature choice of occupation must be avoided.

The school, through the prevocational type of class, should offer the widest possible variety of experiences in industrial and commercial work to aid the pupil to discover his own aptitudes.

The pupil should have a plan and an ambition. The fact that the plan may be changed several times is not an indication of instability but is usually, on the contrary, an indication of healthy growth and of a widening horizon.

The ambition should be sane. The seventh grade pupil who has an ambition to become a skilled mechanic or an average commercial worker can be helped toward that objective through the continuation school. But the seventh grade pupil who plans to be a doctor or a civil engineer either is planning an impossibility or should display willingness and a capacity to return to day school and persist in the obtaining of the basic education needed in preparation for a profession.

This variety of experience which helps the pupil to discover his own aptitudes may be obtained either in the school or in the place of employment.

VARIED OPPORTUNITY IN THE SCHOOL THE GENERAL SHOP

In the larger schools prevocational classes in the subjects listed under Form A should be provided. In the smaller school, instead of the conventional manual training wood shop with its single line of work, a general or composite shop can be installed at slight additional expense. Full detail on this type of shop is given in the special bulletin issued by the State Department of Public Instruction entitled "Industrial Arts Education in Grades VII, VIII, IX." A condensed inventory of equipment, showing that it is possible to provide a very satisfactory variety of opportunity in a single shop, is given here:

Electrical Work

Bells, wire, small motors, panel boards sufficient for work on elementary bell and light wiring, small tools, stock of common electrical supplies.

Machine Work

Benches, vises, small tools, grinder, breast drill or drill press, bench or engine lathe, stock of supplies.

Wood Work

Benches, vises, hand tools, small lathe, circular or variety saw, stock of wood.

Sheet Metal

Bench, stakes, forming, wiring, burring machines, gas furnace and soldering outfit, small tools, stock of supplies.

Printing Work

Imposing table, fonts of type, job cases, case racks, small press, paper stock.

A similar plan can be used in commercial work by installing a couple of typewriters, an adding machine, index guides, files, and the special forms used in a local business house in connection with traffic routing, factory routing, billing, checking, receiving, price marking, and shipping goods.

VARIED OPPORTUNITY IN CONNECTION WITH A STORE OR FACTORY CLASS

Where, because of local housing difficulties in a small town, the entire continuation class is housed in a store or factory, the problems of conducting such a class are covered in the discussion on Form D. In the larger schools, however, the store or factory class is simply an extension or outlying part of the central school. The most important advantage of such a class is that its location is convenient for employer and for children. Where it is inconvenient to spare the children from their work for more than two or four hours at a time, a program can easily be established to meet this condition.

The disadvantage of this arrangement is that it usually inflicts an injustice both on the pupils of the central plant and on the pupils in the store or factory class, by depriving the entire group of part of that variety of opportunity which their combined numbers would justify.

Most of the boys who work in a large store and many of the boys and girls who work in a factory take such work because, at their age and stage of experience, it is the only kind of work open to them. They hope to get into another line of work when they are old enough to meet the requirements for entrances to that work.

So long as these pupils are required to attend the class in the store or factory they are restricted to the one opportunity offered in that class and are prevented from trying themselves out against the other opportunities offered in the central school. At the same time the pupils in the central school might have an additional opportunity installed if their number were increased by the attendance of the store or factory group.

Therefore, unless a store or factory class can be justified on the grounds that it gives all of its pupils a better opportunity than can be provided in the central school, either the entire class should be transferred to the central school or arrangements should be made to transfer individual pupils who would be better served by such transfer.

On the other hand in many stores and factories there are splendid opportunities which have not yet been utilized by the continuation school teachers.

The best interests of the pupil, the parent, the employer, and the school are so interlocked that all others benefit in direct proportion as the best interests of the pupil are provided. Especially is it important to win the co-operation of employers in developing the opportunities which should be offered by the school.

Certain fundamental industrial and commercial processes and conditions can be reproduced so satisfactorily in the school that efficiency and wise economy of operation indicate that such opportunities should be provided in the central school. Such processes are the fundamentals involved in machine shop work, sheet metal work, printing, electricity, power machine operation, and similar industrial operations; or in billing, filing, indexing, dictaphone practice and similar commercial operations.

But other operations, especially such as are characteristic of subdivided industry or of large scale commerce, can not be reproduced in a school shop. Such operations are phases of the textile industry, shoe manufacture and the complex activities of a large department store. Every such plant offers within its walls an immense amount of operations and of material about which the pupils should receive instruction. Specifically then, when the young employees of such an establishment are collected for instruction the teacher should obtain the co-operation of executives and foreman to the end that the materials handled in that establishment and the operations performed may be studied and understood by the young workers. For many of the young workers the establishment in which they work offers as much opportunity for wages, satisfactory working conditions, a permanent and attractive job, with promotion according to their merits, as can be obtained elsewhere in that community. Their understanding and acceptance of these facts are matters for instruction. The methods of providing such instruction are:—

1. The use of materials used in that establishment for illustration and instruction in the classroom.

2. Carefully worked out applications of the class work in English, arithmetic, hygiene, etc., to the actual operations and conditions of that establishment.

3. Specific instruction on the best method of performing the duties of the present job and definite training in preparation for other jobs to which promotion is possible. In some factories and stores this is accomplished by placing the pupils under the instruction of approved foremen or special workers for two hours out of the required eight hours of school attendance. Such supplemental instructors should through proper courses be trained in correct methods of instruction, and their work in this connection with the pupils be subject to the supervision and approval of the school authorities.

**THE RELATION OF AVAILABLE JUVENILE EMPLOYMENT
OPPORTUNITY TO AVAILABLE ADULT EMPLOYMENT
OPPORTUNITY IN A COMMUNITY**

Young workers are restricted in the nature of employment open to them by these factors.

1. For many positions physical stature, personality, maturity, and proved steadiness of purpose are requirements. These qualities can be obtained only with the passage of time.

2. Legal requirements such as restrictions on hours of labor, night work, or employment on hazardous machinery apply to some employments.

3. Trade custom or the established rules governing apprenticeship usually specify an age greater than sixteen years.

4. The practice of the establishment prescribes a definite age below which no employee is hired.

Therefore, while the young worker may have the latent power and the present desire to qualify for such work he must bide his time and meanwhile content himself with a job which he regards as temporary. Even in this field of temporary employment there is opportunity for promotion. And the employer naturally and rightly expects good service from the young employee even though both parties recognize that the employment is probably temporary.

In a typical community it will usually be true that for adult employment the demand for workers in the industrial field is greater than the demand in the commercial field, whereas for juvenile employment the reverse may be true.

**THE APPLICATION OF THIS RELATION TO THE WORK
OF THE CONTINUATION SCHOOL**

Service. Therefore the continuation school should render this service.

1. Develop and train the pupil in those qualities which are essential to success in any employment whether juvenile or adult.

Some of these qualities are honesty, politeness, punctuality, loyalty to employer and to fellow-workers, cheerful cooperation, accuracy, the use of simple well enunciated English. The method of accomplishing this aim is to establish between teacher and pupil a relation of healthy sympathetic understanding. It is the "Big Brother" or "Big Sister" relation without any sentimentality. The qualities listed are not abstract virtues but are concrete qualities which the pupils see in operation, or fail to see, every day in connection with their employment. The task of the teacher is to have such first-hand knowledge of the conditions under which each pupil works that the discussion of these matters resolves itself, not into sermonizing, but into a practical consideration of everyday conditions of employment.

2. The pupil should be trained to be as competent as possible on the present job. The method of accomplishing this aim is to show the pupil how to apply the simple fundamentals of English, arithmetic, hygiene and the other studies to the experiences of every day. The fact that in many cases the opportunity for such application is very meagre should not deter the teacher from making the most of the opportunities which do exist. Teachers will frequently find that a scientific analysis of the occupation will reveal possibilities which neither the teacher, the employer, nor the pupil suspected. In this connection the constructive coöperation of foremen or employers is often very helpful.

3. The possibility of promotion—even to another temporary job—should be studied and applied. The method is the same as that indicated in the preceding paragraph.

4. The pupil should be encouraged and assisted to discover his own aptitudes and to plan and prepare for the work which will probably be available and desirable two or three years hence. This work may be in a field which the pupil has already entered or it may be in another field. The method of accomplishing this aim is to provide in school shops or in the store or factory that variety of prevocational opportunity which has already been discussed, to bring the pupil into contact with real machines, real operations, under competent instructors, to the end that by testing himself against such situations the pupil may confirm his desire and determine his capacity. Under the guidance of the teacher the pupil should make occupational analysis and in conference with teacher, parent, and employer should plan his course on "the road to somewhere."

Illustrations. Specific instances of the four types of service indicated can easily be found.

1. A boy tells his teacher that he lost his job because he was impudent to his foreman. Both the boy and the foreman have had time to "cool off." The teacher has met the foreman in connection with a follow-up visit to the plant. The school telephone is used. The boy is sorry. The foreman admits that in general the boy is satisfactory. A lost job is regained, and a lesson on the value of courtesy is driven home.

2. A girl in a store marks prices on tags. She makes errors in following directions to mark prices 20% up, or down. One day's instruction in arithmetic in the continuation school trains her.

3. An errand boy in an office is eligible for promotion to the files. He does not know the sequence of the letters of the alphabet nor the proper procedure for handling letters and carbon copies for replies. A few weeks of work on files in the continuation school, some of it on old material furnished from the files of his own office, give him the desired training, and promotion.

4. This same boy thinks he wishes to become an electrician but he cannot get an opening until he is seventeen years old. After he qualifies as a file clerk, he undertakes the shop work in electricity in the continuation school. This experience confirms his desire for electrical work. His instructor gives him a good start, and shows him how to enter upon an evening school course or a correspondence course after he leaves the continuation school. A year later he returns and tells his instructor he is now working as an electrician's helper.

The foregoing are not hypothetical cases. Any one of these instances can be matched by many others in the experience of teachers in continuation schools where the pupils are offered variety of opportunity. Eighty-five per cent of the continuation school teachers and pupils in Pennsylvania are in communities where such opportunities either exist or can easily be provided.

COORDINATING OR FOLLOW-UP WORK

One of the most essential functions of the continuation schools is to bridge the gap between school and employment, and to help the young worker to adjust himself to the conditions of employment. This cannot be accomplished unless the teachers have first-hand information as to the environment of the pupil in employment. Meanwhile the parents are working on the same problem and the teacher should have the benefit of the opinion of the parents.

Therefore as a definite part of each week's program the teacher should devote from four to six hours to follow-up work in the place of employment or in the home. This is just as much a part of the teacher's work as is the meeting with the class; so time for follow-up work should be provided during school hours.

The utmost tact and discretion are needed in this work. Any appearance on the part of the teacher of a tendency to pry into industrial conditions or personal matters will engender bad feeling and misunderstanding instead of that constructive co-operation on the part of employers and parents which is desired.

To avoid a likelihood that two teachers will visit the same place without a reasonable interval between the visits, all follow-up visits should be approved in advance by the co-ordinator or other central authority.

A written record should be made of the object of each visit and of the information and results obtained.

A visit to a home usually has one object—to obtain from the parents information as to their desires and opinions which will be helpful in guidance work with the pupil.

A visit to the place of employment usually has two objects: first, to bring back specific information as to the opportunities and operations in that plant which can be used as helpful instruction material for many pupils; and, second, to bring back information regarding the work and the capacity of an individual pupil so that the school can help that pupil to be more efficient on the present job and to prepare for the job which is probably next in the line of promotions.

The method of the home visit is determined by the fact that such a visit is simply an informal call.

The method of the visit to the place of employment depends on the degree of acquaintance which the teacher possesses. In general, the first visit should be devoted to meeting one of the higher officials, the superintendent, general manager, or employment manager. Then, or at a later visit, the foreman or person in immediate charge of the pupil should be seen. In either instance the teacher explains the work of the continuation school, the object of the visit, and the kind of information desired. The cordial response of parents and employers to these visits, and their uniform willingness to co-operate in any reasonable plan which gives promise of helping the pupil, are always gratifying. But there must be a plan, definite and sane. The employer is a busy person; he is willing to help but he rightly expects the teacher to do the thinking and to do the work. An important by-product of such a visit is a subsequent visit from the employer to the school where he is usually willing to give a short talk to the pupils in which he explains the opportunities and requirements for young employees in his line of business. The interest of the pupils in such a talk and its value to them are notable.

Follow-up work provides a most effective method for securing guidance material; it is likewise a most effective means of informing the community as to the purposes and methods of continuation school work. In this way the support of public opinion is gained, and the community will recognize that the continuation school deserves and should have adequate equipment. A year of follow-up work should culminate in an exhibition of the pupils' work, and this will result in widespread interest and appreciation.

THE RESERVOIR CLASS

After classes have been organized for instruction it is very essential that a simple working plan be devised whereby, as new pupils enter the school from week to week, each pupil may be assigned to that class which best suits his individual needs. This is part of the guidance work of the school. The degree of care and sympathy with which it is done has an important influence in determining the pupil's first impression and opinion of the continuation school. The importance of placement in classes increases as the variety of opportunity in the school increases. In a small school a few minutes' conversation will cover all the possibilities. In a large school so many new pupils enter each week that a special class, frequently called an entry or reservoir class, is maintained. At the time the employment certificate is issued there is neither time nor opportunity for the quiet interview which is needed to determine how the continuation school may best serve the pupil. At most the day and hours on which the pupil should attend school can be assigned; and at the assigned time the pupil reports to the entry class. Entry classes for boys and for girls should be kept separate. The teachers in charge of this class should be experienced in guidance work, in test and measurement work, be familiar with all the opportunities of the continuation school and have the personality which wins the confidence of young people. The pupil's cumulative class record, health record, and mental test and measurement record should be at hand. The purposes and opportunities of the school should be explained to the class and some printed information should be given for them to take home and discuss with their parents. As soon as possible a record of a follow-up visit to the place of employment and to the home should be used. Meanwhile the instruction of the pupils in the entry class should consist of general academic work for review and to test the ability of the pupils, the making of occupational analysis, simple home economics work for girls, and for the boys' work in a general or composite shop.

As soon as the pupil is ready to make a choice, and opportunity offers in one of the other classes, the pupil should be transferred to a regular class. Usually it is not advisable to keep a pupil in

the entry class more than three weeks. All the continuation school classes for the fourteen to sixteen year old group should be regarded as try-out classes and transfer from one class to another for acceptable reasons should be freely allowed. The entry class is an effective device for giving an opportunity for unhurried guidance which is not possible at the time of the issuance of an employment certificate. It is literally a "reservoir" class designed to control the flood of young workers which pours into the continuation school especially at the beginning and at the close of each school year. But the basic idea of the reservoir class applies to the smallest school. The first impression which the continuation school makes on a new pupil should be one of efficient and friendly helpfulness. The first service which a continuation school should render to each new pupil is to start that pupil to plan for the future and to use every opportunity furnished by the school.

DISCIPLINE

Have the classrooms as bright and cheerful as possible. These pupils react readily to their surroundings. They respect cleanliness, good furniture, dignity, in a teacher or in a building.

Do not try to drive them. They will cheerfully follow, but they have a large sense of their own importance and resent being treated like small children. The friendly, cheerful teacher who strives for co-operation will get it. The peremptory teacher who is abrupt or didactic can not get good results. The pupils respond readily to a low tone of voice and courteous treatment, to politeness of voice and manner, to the teacher whose dress is neat, whose attitude is friendly and sympathetic. They react unfavorably to a loud voice, to unsympathetic criticism, to an unwillingness to listen to their side of the matter.

They enjoy considerable liberty of motion in their employment, and consequently they should not be held to a too rigid classroom manner. If allowed some freedom in the school, their tendency is to appreciate the privilege rather than to abuse it.

They are self-respecting wage earners, they are responsible young industrial citizens, they are no longer boys and girls but are young men and young women. Accordingly they respond readily to the teacher who meets them on that basis, yet willingly accept the relation of pupil to teacher.

They expect to get value received for the time they spend in continuation school. If the work presented to them is carefully planned to meet their needs and interest, if it is properly motivated, if the teacher is to them a friend whose justice and sympathetic understanding are assured, discipline ceases to be a problem except in rare instances.

Where the rare case of discipline does present itself, it should not be settled in the classroom. Unless misbehavior can be checked on the spot by a quiet remark, the matter should be postponed until the rest of the class is dismissed. The time in the classroom is all too brief and it should be devoted to instruction. Nor should the well-intentioned pupils in the class be compelled to have their work interrupted and their thoughts distracted by a matter which concerns only one of them.

THE USE OF OTHER HELPFUL AGENCIES

Training for avocation is as much a function of the continuation school as is training for vocation. The eight hours a day devoted to rest, recreation, and leisure are just as important as the eight hours devoted to earning a living. Young workers need special guidance in this respect. The profitable use of leisure, enjoyment of the right kind of recreation, development of a hobby such as gardening, of an accomplishment, such as music, of a love of healthful games, are important items. The co-operation of local agencies which offer opportunities along these lines should be sought and maintained.

COOPERATION OF EMPLOYERS

The work of the continuation school can not be entirely successful without the co-operation of employers, since one of the important functions of the school is to help pupils to adjust themselves to employment. By means of follow-up work, occasional meetings, contact with special committees of the local Chamber of Commerce or equivalent body, public exhibition of the work of the pupils, employers are led to understand the purpose and the methods of the school. Invariably such understanding leads to helpful co-operation. Frequently an advisory committee of employers is very helpful to the school. Where such an advisory committee simply meets once a year and hears a report on the work of the school, its helpfulness is limited. But where the members of such a committee are in close and informal contact with the work of the school they have a clear understanding of what ought to be done and are in a position to be of great assistance.

In the matter of co-operation, a local newspaper can do much to popularize the continuation school. Items of interest, local visits to plants by the pupils, and monthly reports to the Superintendent make good news items and interesting reading. Whenever the continuation school has established itself fairly and truthfully in the minds of the people, its success is assured.

GUIDANCE WORK

Guidance is the very essence of all continuation school work. For this work the continuation school not only employs those methods and materials which the day school uses in guidance instruction

for future or deferred use, but also has the immense advantage that the pupils in their daily experience in employment make practical contact with those things which are the subject matter of the guidance work. In consequence, in the continuation school a large part of the guidance work is for immediate use.

The guidance work of all the schools in the district comes to the test when the children leave school to go to work. Hence there should be the closest correlation between this work in the day schools and guidance in the continuation school. The issuing of employment certificates and the placement of pupils in employment, not only for the first job but for subsequent jobs, should be closely associated with the continuation school.

So much of important detail is involved in the activities of guidance, including occupational analyses and placement work, that a special bulletin on that subject is to be issued by the State Department of Public Instruction. This bulletin should be carefully studied by all continuation school teachers.

A. Essential Points.

Some of the essentials involved in guidance work are:—

1. There should be a coherent and consistent plan for specific guidance activities working through the entire local school system. A single competent directing head devoting full or part time to this work according to the size of the school system, should be in charge. In each school a teacher fitted by temperament, by preparation, and by experience, should assist this director.

2. Promise of employment blanks should be issued in such manner that no pupil could leave school to go to work without having a serious interview before securing the blank. The most profitable employment for the average child, at least up to the age of sixteen years, is to stay in school. The device of issuing the promise of employment blanks from one place is a very effective guarantee that no child shall drop out of school casually.

3. Placement work is an important part of a guidance program. It renders a distinct service both to the employer and to the child. It helps to bring the right worker and the right job together. It lessens the period of unemployment between jobs, and lessens the tendency to lure children out of school with the prospect of employment when there are already unemployed children out of school.

4. The follow-up work of the continuation school teachers, combined with the fact that much of their instruction is directed toward the individual pupil, gives them specific information which is very helpful both for guidance and for placement. Hence there should be a very close relation between the continuation school

teachers and the person in charge of placement. In the small school all of this knowledge and experience may center in one person, with the result that very effective work is done.

B. Extent of Guidance. The extent to which guidance activities permeate the continuation school work is suggested by the following table.

GUIDANCE OPPORTUNITIES IN CONTINUATION SCHOOL WORK

Activities of the Continuation School	Activities Giving Opportunity for Guidance of the Type Checked				
	Health Guidance	Thrift Guidance	Ethical Guidance	Curriculum Guidance	Vocational Guidance
Assembly	v	v	v	v	v
Subject matter of					
English	v	v	v	v	v
Arithmetic	v	v	v	v	v
Civics	v	v	v		
Hygiene	v		v		
Household Arts Work	v	v	v		v
Commercial Work	v	v	v		v
Prevocational Shop Work	v	v			v
Cooperation with Other Agencies	v	v	v		v
Occupational Analysis				v	v
Follow-up Work	v	v	v	v	v
Issuing Employment Certificates				v	v
Placement Work	v	v	v		v
Reservoir Class				v	v
Discussions on Proper Use of Leisure	v	v	v		

STATISTICAL REPORTS

The records of the continuation school should be kept in such a way that the following information may be available.

A. Monthly Report. At the end of each month the information should be available for filling out the teacher's monthly attendance report to the principal or superintendent, as required for card form ARI; and for the superintendent's monthly attendance report

to the State Attendance Bureau at Harrisburg, as required for card form AR3. These forms are procured from the State Attendance Bureau. The items recorded are:

1. During the month
2. During term to date

Number different pupils enrolled
 Number pupils received by transfer
 Number tardy marks recorded
 Number sessions of absence—

Excused
 Parental neglect
 Illegal employment
 Truancy

Total sessions of absence
 Aggregate days attended
 Aggregate days belonged
 Percentage of attendance
 Number of sessions unlawful absence
 Number of pupils unlawfully absent—

First offence

Second offence

Number of pupils reported to proper authority

First offence

Second offence

Number of notices served on parents

Number of arrests of parents

Number of convictions of parents

Number of pupils sentenced as incorrigibles, truants, etc.

B. Quarterly Report. At the end of each quarter the information should be available for filling out the issuing officer's quarterly report to the State Attendance Bureau, as required for forms ER and R—FEM. The items recorded are:

Total number of minors for whom have been issued during the quarter—

- a. General employment certificates
- b. Vacation employment certificates
- c. Farm and domestic service permits

Total number of duplicate certificates issued

Number of certificates and permits in operation

Total number of certificated minors by school grades—

Grade VI

Grade VII

Grade VIII

Grade IX

Number of employed minors residing in outside school districts

Name and address of each employer, with number of minors employed by each, listed as male and female, under type of employment certificate or permit, and whether attending continuation school

C. Annual Report. At the end of the school year the information should be available for filling out the annual report of the secretary of the school district to the State Bureau of Administration on blanks provided for that purpose. The items recorded are:

1. Total expenses for salaries, textbooks, supplies, other current expenses, new equipment and buildings
2. General statistics, including

Number of teachers, male and female

Total enrollment of pupils, male and female

Number who left school during the year

Number attending from outside districts

School sessions by number of weeks, days per week, and hours per day

Average attendance per week male and female

List of academic studies and of practical and related studies

3. Statistics for each teacher, including

Name

Subjects taught

Type of certificate held

Education as regards grades, high school, normal school, and special continuation school training courses completed

Experience as regards total years of continuation school teaching and total years of other teaching

Continuation school service as regards number of hours per day, days per week, and weeks per year

Salary as regards salary per week, total salary for continuation teaching and total salary for all teaching

EMPLOYMENT CERTIFICATES

The employment certificate is the connecting link between the continuation school and the employer. It is important, therefore, that the persons in charge of the continuation school be in close and cooperative contact with those who issue employment certificates. As organized guidance work develops in a community, the persons in charge of guidance become equally essential in this cooperative relation. In one of the largest cities of the State the offices of these three cooperating units are housed in adjacent rooms, and a complete system exists by which each does its particular work in the problem of taking care of children who desire to leave school to go to work before reaching the sixteenth birthday.

Where such cooperation exists the issue of employment certificates cannot become mere routine, but is a part of the constructive educational policy of the district.

ENROLLMENT AND RECORDS OF PUPILS

An application sheet or registration form should be used to enroll the pupil in the Continuation school. Such a form will often draw out the reasons back of the child's leaving school, which reasons might otherwise be withheld. The following form has been in actual use and may be run off on a duplicator:

REGISTRATION SHEET

..... Continuation School, District.

Location

Name Address Ward

Date of Birth Place of Birth

School last attended Grade

Reason for leaving

Favorite Studies

Studies you did not like

How long have you been out of regular school?

What kind of work do you prefer?

Is father living? Is mother living?

Father's name Nationality

Father's occupation Salary per month

No. of children in family.... Boys.... Girls.... Others in family...

What is your aim for life work?

Why

Height Weight Hearing Sight

Were you ever seriously ill? What? When?

Teeth good? Do you clean them?

Were you ever at the dentist's?

Record of employment.

Name of firm	Address	Kind of work	Wage	How long	Why left there
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Remarks:

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B. Records. From this data the classes can be organized and the permanent records made. In the larger schools, it is necessary to have a form to facilitate the most careful and intelligent assignment to classes, as here the matter of grading according to ability is quite important. The administration of this problem is too local for any vital suggestions. There should, however, be some Permanent

Record for each pupil. The small school can keep such records in ruled books, heading the columns as follows: Number, name of pupil, address, employer, telephone number, kind of work, etc.; and again, in other columns, class records, parents, and other essential information. This method, however, is too cumbersome where any number of pupils are enrolled, and for the larger school the card index is most acceptable. The following Card Record is a combination of several now in use. It is complete enough to suggest to any teacher a form for local use.

PUPIL'S RECORD CARD, CONTINUATION SCHOOL

Date of Withdrawal and Reason

MEASURING RESULTS

To attempt detailed grading of classroom achievements in the continuation school is not worth while. The aim is to hold each pupil to his own best attainment, to estimate his attitude and effort, and to measure him against himself as he was a few weeks earlier rather than against another pupil. The following report plan has been tried with success. It ties up the home, the employer, and the school. It is simple, yet it gives the pupil the satisfaction of knowing that his work is measured and of feeling a sense of accomplishment.

SCHOOL

Continuation School

EMPLOYER

Continuation School

PARENTS

Continuation School

Name _____ No. _____
 Quarterly Report for _____ 19_____

Name _____ No. _____
 Quarterly Report for _____ 19_____

Name _____ No. _____
 Quarterly Report for _____ 19_____

Attendance _____
 Punctuality _____
 Academic Studies _____
 Vocational Studies _____
 Excels in _____
 Should improve in _____
 Department _____
 Remarks _____

Attendance _____
 Punctuality _____
 Academic Studies _____
 Vocational Studies _____
 Excels in _____
 Should improve in _____
 Department _____
 Remarks _____

Attendance _____
 Punctuality _____
 Academic Studies _____
 Vocational Studies _____
 Excels in _____
 Should improve in _____
 Department _____
 Remarks _____

TO THE EMPLOYER:

This report is presented for your benefit. We shall appreciate your continued co-operation. Please examine, detach this report, and sign stub.

TO THE PARENT OR GUARDIAN:

This Continuation School is maintained solely in the interest of your boy or girl. Please examine, tear off this report and sign stub.

EMPLOYER:

Please sign here _____
 Any remarks or suggestions will be appreciated _____

PARENT OR GUARDIAN:

Sign here _____
 Any remarks or suggestions will be appreciated _____

ATTENDANCE

It is of first importance that some scheme be devised for reporting the attendance of the minor to the employer. There are several forms in use in the State. One such is a card whereon the attendance is marked or punched. Various objections, such as loss of card, excessive attention needed, and complexity of checking in large industries, make this undesirable. The following suggested form for attendance receipt is filled out by the pupil and is commended on the following grounds:

They are quickly distributed and filled in.

They keep before the pupil the attendance problem.

The employer can quickly file them and keep track of the employee. They relieve the teacher of extra work.

Certificate of Attendance

(Name of School or District)

I hereby certify that as a minor in your employ I have attended the _____ Continuation School during the past week on _____

Day _____ Date _____
for a period of _____ hours as provided by law. I will
be _____ years old _____ 192_____

Signature of Minor

(Stamped or Printed)

Attest: _____

Signature of teacher or supervisor of Continuation School.

The matter of enforcing attendance resolves itself into fulfilling the compulsory attendance law, taking into consideration the Child Labor Act. Where stubborn resistance is met, one or two cases properly disposed of before an alderman or a Justice of the Peace have a salutary effect. The attendance should be relatively high, with 95 per cent as a minimum. Cases of illegal absence should not be tolerated. Pupils should be required promptly to make up such absence by attendance on another day, under penalty of revocation of the employment certificate.

THE ATTENDANCE OFFICER

It is not only the right but it is also the clear duty of the attendance officer to take prompt and effective action when there is any violation of the conditions under which an employment certificate is issued. Attendance officers have the right of entry into any estab-

lishment and the right to demand and inspect employment certificates and lists of employed minors. If there is evidence that the requirements as to continuation school attendance or as to hours and conditions of labor are violated, the attendance officer's duty is to report the matter to the issuing officer, have the employment certificate revoked, and return the child to day school. A single case of this kind is sufficient to clear up the attendance situation in an entire school district. The mere knowledge of the fact that the attendance officer has this power brings about a state of affairs where he need not use the power.

It should not be inferred from the foregoing that either attendance or discipline is unsatisfactory in continuation schools. In fact in many districts the continuation school leads all the other schools in percentage of attendance for the year, and the children as a group, in so far as discipline is concerned, cease to be children but are self-respecting young men and women who have outgrown any disposition for petty misbehavior.

The attendance officer is a very important factor in all the guidance work of the school. His contact with employers and parents gives him many opportunities to explain the methods and opportunities of the continuation school and to bring back to the school information which is helpful in determining how the school may be of assistance to the individual pupil. Accordingly the attendance officer should be, and is, a welcome visitor to the classroom and school shop. He should have intimate and accurate knowledge of the aims, purposes and methods of the school.

ARRANGEMENT OF SCHOOL PROGRAM

A. Suggestive Program for One-teacher School. Two-hour units are maintained, but any rearrangement of time or subjects within the two-hour unit can be made.

The schedule may be used eight hours for one teacher, or may have a special vocational teacher for two hours each day. In general, each teacher should be assigned to six hours teaching per day, and each pupil should come each week for half-day sessions on each of two different days.

The pupil may attend 4 two-hour periods, 2 four-hour periods, or 1 eight-hour period. The idea in this program is to allow the utmost flexibility of choice, so that any 2 half days arranged alternately, or any 4 two-hour periods arranged consecutively will fulfill the week's work without repetition. Likewise, although the school program goes on for 8 hours, a given teacher may be on duty 2, 4 or 6 hours a day. As many days or half days as are needed can be set aside for boys' classes or girls' classes, as the case may be.

Details of opening exercises and intermissions can be worked out without interfering with the general plan.

So far as possible, pupils should be graded according to previous schooling, although it may be possible to have only, say, "Advanced" on Monday, "Intermediate" on Tuesday, "Elementary" on Wednesday, etc. Under the unit lesson idea, however, the main theme should remain the same for every day of the week, the difference being in degree rather than in subject matter.

Where a school maintains one teacher for girls and one for boys, the same program idea may be used. Where two teachers work together—one academic, the other vocational—the same results may be obtained by half-day shifts, reversing the program every day.

The suggestive program follows:

SUGGESTIVE PROGRAM FOR ONE-TEACHER SCHOOL

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 10:00	English 40 minutes Current Events 40 minutes Vocational Guidance 40 minutes	Vocational (Special Teacher) 120 minutes			
10:00 to 12:00	Industrial Geog. 40 minutes Hygiene & Recreation 40 minutes Civics & Music 40 minutes	Arithmetic 60 minutes Current Events 40 minutes Drawing 60 minutes	Industrial Geog. 40 minutes Hygiene & Recreation 40 minutes Music & Civics 40 minutes	English 40 minutes Current Events 40 minutes Vocational Guidance 40 minutes	
Noon		Vocational (Special Teacher) 120 minutes	Arithmetic 60 minutes Drawing 60 minutes	Industrial Geog. 40 minutes Hygiene & Recreation 40 minutes Music & Civics 40 minutes	
1:00 to 3:00	Arithmetic 60 minutes Drawing 60 minutes	English 40 minutes Current Events 40 minutes Vocational Guidance 40 minutes	Vocational (Special Teacher) 120 minutes	Arithmetic 60 minutes Drawing 60 minutes	
3:00 to 5:00	Vocational 120 minutes (Special Teacher)	English 40 minutes Current Events 40 minutes Vocational Guidance 40 minutes	Vocational (Special Teacher) 120 minutes		

B. Suggestive Program for Departmental Plan (Four Teachers). The departmental plan is based on the same reasons which make it feasible for the junior high school.

Teachers teach six hours each day and have a two-hour vacant period.

Miss A teaches English 40 minutes, Current Events 40 minutes Vocational Guidance 40 minutes.

Miss B teaches Industrial Geography 40 minutes, Hygiene and Recreation 40 minutes, Civics and Music 40 minutes.

Mr. C teaches Arithmetic 60 minutes, Drawing 60 minutes.

Mr. D teaches Vocational work 120 minutes.

The pupils are divided into three groups each day—Advanced, Intermediate, and Elementary.

Special groups may be reserved for girls on certain days, depending on the proportionate number in attendance.

The arrangement makes it possible for any member of any group to get his week's work in four successive two-hour periods or in any number of half day combinations.

The suggestive program follows:

DEPARTMENTAL SUGGESTIVE PROGRAM

For four teachers, A-B-C-D, or any multiple of four Pupils in fifteen groups per week, 1-2-3, etc.

Three groups, Low, Intermediate, and High each day V means vacant period for that teacher.

Some vacant periods can be used for follow-up work.

Teacher	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
Room	26	27	25	30	26	27	25	30	26	27	25	30	26	27	25	30
Time		Monday			Tuesday				Wednesday				Thursday			Friday
8:00 to 10:00		1-V-3-2			5-6-V-4				9-8-7-V				V-13-14-15			10-V-11-12
10:00 to 12:00		2-1-V-3			4-5-6-V				V-9-8-7				15-V-13-14			11-10-V-12
NOON																
1:00 to 3:00		6-5-4-V			V-1-2-3				10-V-12-11				8-9-V-7			15-14-13-V
3:00 to 5:00		V-6-5-4			3-V-1-2				11-10-V-12				7-8-9-V			V-15-14-13

No teacher has more than six hours teaching in one day. At the end of the half year Teachers A and B reverse vacant periods with Teachers C and D in order to equalize the eight to five assignment. No pupil has more than four hours instruction in one day.

Groups 1-2-3 come Monday morning, Tuesday afternoon.

Groups 4-5-6 come Monday afternoon, Tuesday morning.

Groups 7-8-9 come Wednesday morning, Thursday afternoon.

Groups 10-11-12 come Wednesday afternoon, Friday morning.

Groups 13-14-15 come Thursday morning, Friday afternoon.

C. Suggestive Variant Program for Small School. Program for a small school where two specially trained junior high school teachers share the continuation school between them, and supplemental teachers are used for industrial, commercial, and home economics work. No group of pupils comes more than four hours on one day. No teacher has more than six hours assignment on any day. Teacher X has the pupils for academic continuation work every morning and handles junior high school civics and English after lunch, doing follow-up work during the time when the boys have shop work. Teacher Y has the pupils for academic continuation work every afternoon, handling junior high school mathematics and hygiene from ten to twelve o'clock. This teacher does follow-up work between one and three o'clock on the days when the groups have shop work.

SUGGESTIVE VARIANT PROGRAM FOR SMALL SCHOOL

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 10:00	Industrial Shop Boys I	Industrial Shop Boys II	Girls I	Girls II	Commercial Boys III or Girls III
10:00 to 12:00	Boys I	Boys II	Girls I	Girls II	Boys III or Girls III
Noon					
1:00 to 3:00	Boys II	Boys I	Industrial Shop or Home Economics Boys III or Girls III	Home Economics Girls I	Home Economics Girls II
3:00 to 5:00	Boys II	Boys I	Boys III or Girls III	Girls I	Girls II

D. Another Suggestive Variant Program. Program for a one-teacher school with supplemental teachers of shop work, home economics and commercial work. Each group of pupils attends four hours twice a week. No teacher gives more than six hours instruction in one day. The academic teacher is on duty each day from ten to five o'clock. A supplemental teacher meets the continuation school class from eight to ten o'clock and pupils in the day schools from ten to three o'clock. A given supplemental teacher is used one or two days a week on this assignment.

PROGRAM

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 10:00	Industrial Shop Boys I	Industrial Shop Boys II	Home Economics Girls I	Home Economics Girls II	Commercial Boys & Girls III or Boys or Girls
10:00 to 12:00	Boys I	Boys II	Girls I	Girls II	Boys & Girls III or Boys or Girls
1:00 to 3:00	Boys II	Boys I	Boys & Girls III or Boys or Girls	Girls I	Girls II
3:00 to 5:00	Boys II	Boys I	Boys & Girls III or Boys or Girls	Girls I	Girls II

E. Suggested Variant Program for Smallest Schools. Program for a small school with one group of boys and one of girls. No pupil attends more than four hours on one day. The teacher has Friday morning for follow-up work and lesson planning. Each day after lunch the teacher is assigned to two hours of work such as instructing a junior high school group in civics and guidance, supervision of some special subject in the grades, or relieving the principal from teaching assignment in order that he may supervise.

PROGRAM

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00 to 10:00	Boys I Girls I		Boys I Girls I		Follow-up work
10:00 to 12:00		Boys I Girls I		Boys I Girls I	Follow-up work

PART III. A SUMMARY OF AIMS AND STANDARDS

THE AIMS AND PURPOSE OF CONTINUATION SCHOOLS

1. To train pupils, fourteen to sixteen years of age, to supply to the experiences of employment, of home life, of social and civic relations, the general education already received.
2. To conserve as much as possible of that general education by review and by the application indicated above.
3. To add as much as possible to existing education. This involves the interpretation and use of fundamental laws of pedagogy.
4. To train the pupils for proper adjustment to industry and to social and civic relations. This implies conservation of and addition to good habits and character. This involves the interpretation and use of fundamental laws of psychology, of economics, of sociology, of ethics, of school guidance.
5. To train pupils to discover self aptitudes and to study and plan for future vocations. This involves vocational guidance, placement work, and the use of prevocational, trade preparatory and trade extension shops and classes.
6. To make the pupil more efficient on the present job and to prepare him for the next job. This involves follow-up or coordinating work on the part of the teachers, occupational analysis, maintaining cordial and cooperative relations with employers, small classes, individual instruction.
7. To maintain and develop further in the pupil the habit of study and the growth of sane ambition. This involves continuous contact with the school, motivated work, a sympathetic and understanding friendliness on the part of the teacher.

